

CELEBRATING GREEK
INDEPENDENCE DAY

HON. MICHAEL E. CAPUANO

OF MASSACHUSETTS

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. CAPUANO. Mr. Speaker, I am honored to pay tribute once again to the citizens of Greece on the occasion of their 180th anniversary of independence on Sunday, March 25th. Coincidentally, March 25th also marks the important religious holiday of the Feast of the Annunciation celebrated by most Greek-Americans. The history and culture of people of Greek heritage has impacted the lives of countless people throughout the world, and it is important that we recognize their contributions to mankind and the principles of democracy.

After suffering more than 400 years of oppression under the Ottoman Empire, the people of Greece commenced a revolt on March 25th 1821. Many dedicated, patriotic Greeks lost their lives in the struggle which lasted over 7 years. Ultimately, the freedom the Greeks fought so hard for was courageously achieved, and the Hellenic Republic, commonly known as Greece, was born.

Historically, Greece has been a dedicated United States ally. A fierce supporter during World War II, Greek soldiers fought beside Americans to preserve democracy and independence. For almost half a century, Greece has stood beside the United States as an active and important member to NATO. It has consistently proved to be a valuable player in preserving security in the Mediterranean.

Greece has influenced our society in many ways. Greece is the birthplace of democracy, the foundation of American principles. No doubt, without Greece's influence, the United States would be a completely different country today.

I am all too familiar with the positive contributions that are continually being made by Greek-Americans around the country. I am particularly proud of the fact that nearly 7,000 people in the Eighth Congressional District of Massachusetts are of Greek descent. Throughout the neighborhoods in Boston, Waverly, Cambridge, Chelsea, Belmont, and my hometown of Somerville, Greek-Americans are one of the most active groups in politics and community service. The Hellenic Cultural Center, the Greek Orthodox Church and other Greek-American organizations in the district are working to improve education, healthcare, and the environment.

As the Greeks celebrate their day of independence, I hope all Americans will take a moment to reflect on the valuable contributions that both Greeks and Greek-Americans have bestowed on our own country. This is the least we can do for a people who gave us the democratic concept of civilization and have continued to impact our communities and daily lives.

EXTENSIONS OF REMARKS

INTRODUCTION OF LEGISLATION
TO EXTEND AND IMPROVE THE
NATIONAL WRITING PROJECT

HON. GEORGE MILLER

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. GEORGE MILLER of California. Mr. Speaker, I am pleased today to join my colleagues Mr. WICKER, Mr. KILDEE, Mr. CALAHAN, Ms. WOOLSEY, and Mr. KINGSTON in introducing legislation to extend and improve the National Writing Project.

The knowledge and skill of a child's teacher is the single most important factor in the quality of his or her education. The National Writing Project is a nationwide program that works to improve students' writing abilities by improving the teaching of writing in the nation's schools.

The National Writing Project serves a remarkable number of teachers and students on an exceptionally small budget.

Last year, the National Writing Project trained 212,724 teachers and administrators nationwide through 167 writing project sites in 49 states, Washington, DC and Puerto Rico. It has served over two million teachers and administrators over the last 25 years.

For every federal dollar it receives, the National Writing Project raises about \$7.00 in matching grants. This makes the National Writing Project one of the most cost-effective educational programs in the country.

Furthermore, a national staff of only two people administers the National Writing Project. The use of limited federal funds to leverage large private investments is the most efficient way to use the budgeted funds available for the greatest possible return.

The National Writing Project works. For example, in Chicago, students of National Writing Project teachers have shown significantly higher gains on the Illinois Goals Assessment Program writing tests when compared to student performance citywide. In an urban Sacramento, California high school, student performance on local writing assessments rose from lowest to highest in the district after an influx of National Writing Project teachers to the school, and college enrollment among this school's senior class rose 400 percent.

The National Writing Project has received similarly impressive results all across this country. In fact, the National Writing Project has received glowing reviews from the Carnegie Corporation of New York, the National Council of Teacher Education, the Council for Basic Education, and independent evaluators.

The National Writing Project is efficient, cost-effective and successful. I look forward to working with my colleagues in enacting this important legislation.

21ST CENTURY HIGHER EDUCATION
INITIATIVE

America's Historically Black Colleges and Universities, Hispanic-Serving Institutions, and Tribally Controlled Colleges have provided millions of Americans from all backgrounds with rich and enduring higher education opportunities. They have developed innovative academic strategies, supported cutting edge research, and launched the ca-

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reers of millions of today's leaders including scientists, doctors, teachers, lawyers, artists, entrepreneurs, and community and religious leaders.

Today, these institutions face new challenges as they help prepare a new generation of Americans for the 21st century. To ensure that all Americans have access to high quality education, we must ensure that all students have the financial assistance and support to start and stay in college. And we must ensure that all higher education institutions have the resources to perform vital research, succeed and prosper.

The "21st Century Higher Education Initiative" will substantially expand college opportunity through student aid and early intervention efforts; double resources to strengthen the infrastructure of minority-serving institutions; and harness the strengths of minority-serving institutions to prepare teachers and the high-tech workforce of tomorrow. It will:

Help Make College Affordable for All Americans. Since the passage of the GI Bill of Rights, the federal government has been a key partner to states and colleges to give all students access to higher education. Millions of Americans from low and middle-income families have attended college because of federal financial aid. Despite record levels of college enrollment, however, students from poor families who graduate from high school attend college at half the rate students from affluent families. Among low-income students, minority students earn bachelor's degrees at a substantially lower rate than white students. This disparity of opportunity is unacceptable. To help remedy it, the Initiative would:

Restore the purchasing power of Pell grants. The maximum Pell grant would increase from \$3,750 to \$7,000 over three years. Pell grants provide critical access to higher education, and are particularly important for minority students: About 45% of African-American and Hispanic students at four-year colleges depend on Pell grants, compared to 23% of all students. The purchasing power of the maximum Pell grant has eroded from 84% of the cost of a public university in 1976 to 39% today; a \$7,000 grant would restore its purchasing power.

Increase the Supplemental Equal Opportunity Grants by over \$300 million over three years. The SEOG program provides critical grant assistance to low-income students whose need is not fully met by Pell grants. The initiative would authorize \$1 billion for SEOG.

Increase Federal Work-Study by \$300 million over three years. This critical program leverages private-sector resources to allow students to earn money for college while learning responsibility and work skills. By connecting students with their campus communities, work-study has been shown to encourage students to continue their education.

Promote High School Completion as a Gateway to College. Too many young Americans drop out of college while they are still in middle or high school. Only 62 percent of Hispanics in their late twenties have a high school diploma, compared to 88 percent of all Americans.

The U.S. Department of Education has found that the intensity of high school curriculum is the single strongest predictor of college success. And one-third of college freshmen need remedial classes; these students are 60 percent less likely to complete college. The Act would:

Implement sustainable dropout prevention strategies at high schools, based on similar

legislation introduced by Senator Bingaman. This \$250 million effort will include strengthening professional development and curriculum, planning and research, remedial education, reducing class sizes, and counseling for at-risk students.

Double funding for the TRIO and GEAR UP programs over three years (to \$1.5 billion and \$690 million, respectively) that intervene in the lives of low-income children and are proven to encourage academic success and college attendance for disadvantaged children. Increased funding would allow TRIO to serve 10 percent of eligible students.

Encourage universal access to Advanced Placement classes. AP classes allow high school students to challenge themselves in a demanding class and earn college credit. The Initiative would set a national goal of AP classes in every high school within three years. It would also expand the existing AP Incentive program to pay test fees for low-income students, help schools invest in AP curriculum and teacher training, and use new distance learning technologies to expand AP opportunities.

Strengthen college remedial programs through a new \$10 million demonstration program to help more students and adult high-school drop-outs receive remediation and eventually earn their college degree through partnerships between four-year colleges, community colleges, and high schools.

Build Bridges among Colleges and Universities. Minority-serving institutions offer a critical route to higher education for many minority students because of their low cost, location, and supportive environments. However, too many students at minority-serving community colleges fail to pursue a four-year degree, while many students at minority-serving four-year colleges have limited opportunities to seek advanced degrees. The Act would:

Expand opportunities for community college students to transfer to four-year colleges and universities. This new \$40 million initiative would support partnerships of minority serving two-year colleges and four-year colleges and universities. The partnerships would create new transfer opportunities by developing articulation agreements, bridging differences in costs between two-year and four-year colleges, and providing counseling, mentoring, and support services to help community college students earn B.A. and B.S. degrees.

Create new opportunities for minority-college students to earn advanced degrees. The new \$40 million Dual Degrees initiative would increase opportunities for students to earn advanced degrees, including M.A.'s and Ph.D.'s, in fields in which they are underrepresented. Students would spend three years at a minority-serving institution and two years at a partner institution, such as a major research university, and earn a B.A. from their home institution and a B.A. or M.A. from the partner institution. Federal resources would establish articulation agreements and provide scholarships to students to bridge cost differences between minority-serving institutions and partner institutions. This initiative is based upon the Dual Degrees Engineering Program, operated by a consortia of colleges and universities and based in Atlanta, Georgia.

Double Resources and Build Infrastructure for Developing Institutions. In recognition of their unique importance in expanding higher education opportunities for an under-served population, the Initiative would double funding for minority-serving institutions under Titles III and V of the Higher Education over

three years. In contrast, President Bush has called for only a 30 percent increase over five years. Specifically, under the Initiative:

Historically black colleges and universities would increase to \$370 million;

Historically black graduate institutions would increase to \$90 million;

Hispanic-serving institutions funding would increase to \$140 million, and a new initiative would provide \$90 million to improve post-baccalaureate education opportunities for Hispanic and low-income students;

Strengthening institutions would increase to \$150 million;

Tribally controlled colleges and universities would increase to \$45 million; and

Alaska Native and Native Hawaiian-serving institutions would increase to \$20 million.

Preserve Historic Landmarks. One hundred and three historically black colleges have over 700 properties listed on the National Register of Historic Places, but these facilities require \$755 million in repairs. To preserve these national treasures and enable historically black colleges to face the challenges of the 21st century, the Initiative would authorize \$60 million a year to preserve the most dilapidated historic facilities.

Recruit Minority Teachers. Our nation needs 2 million new teachers over the next 10 years to meet rising enrollments and replace retiring teachers. Minorities are an untapped resource in meeting this challenge: only 13 percent of teachers are minorities. The Initiative includes \$30 million for new Collaborative Centers of Excellence in Preparation to strengthen teacher preparation programs at minority-serving colleges, increase the use of technology in those programs, and help students meet teacher certification requirements. It includes a new \$20 million demonstration program on effective teacher recruitment and preparation practices, including mentoring, student loan forgiveness, and assistance in receiving teacher certification. It establishes Byrd teachers scholarships for students planning to enter the teaching profession. Finally, it includes a provision-based on legislation by Sen. Tom Daschle and Rep. Darlene Hooley to provide up to \$15,000 in student loan forgiveness to teachers at tribal colleges.

Prepare the 21st Century Workforce. Studies show that minority-serving institutions face a serious "digital divide" in providing student Internet access, high-speed connectivity and sufficient infrastructure. The Initiative would create a \$250 million initiative-based on proposals by Representatives Edolphus Towns and Senator Max Cleland to wire campuses, acquire equipment, and train educators and students in the use of technology. The Initiative would also increase funding for the Minority Science and Engineering Improvement Program five-fold to \$40 million.

INTRODUCTION OF H.R. 1—THE NO CHILD LEFT BEHIND ACT OF 2001

HON. JOHN A. BOEHNER

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mr. BOEHNER. Mr. Speaker, I am pleased to introduce President George W. Bush's education plan, the No Child Left Behind Act of 2001. This legislation, a comprehensive reauthorization of the federal Elementary and Sec-

ondary Education Act (ESEA) of 1965, reflects President Bush's efforts to close the achievement gap between disadvantaged students and their peers and to work with States to push America's schools to be the best in the world.

No Child Left Behind will refocus federal efforts to close the achievement gap by giving States and local schools greater flexibility in the use of Federal education dollars in exchange for greater accountability for results. The bill also includes a school choice "safety valve" for students trapped in chronically failing schools that fail to improve after three consecutive years of emergency aid.

In short: H.R. 1 will give students a chance, parents a choice, and schools a charge to be the best in the world.

Despite almost a decade of uninterrupted prosperity in the 1990s, nearly 70 percent of inner city and rural fourth-graders cannot read at a basic level, and low-income students lag behind their counterparts by an average of 20 percentile points on national assessment tests. The academic achievement gap between rich and poor, Anglo and minority remains wide, and in some cases is growing wider. Washington has spent more than \$80 billion since 1990, and nearly \$130 billion since 1965, in a well-intentioned but unsuccessful effort to close the gap.

The hard lesson of the past is that money alone cannot be the vehicle for change in our schools. If our goal truly is to leave no child behind, there must be accountability for results.

It is a tremendous honor to introduce the No Child Left Behind Act on behalf of President Bush. We look forward to working with members of all parties in the coming weeks to ensure that every American child has the opportunity to learn.

WOMEN'S HEALTH

HON. STEPHANIE TUBBS JONES

OF OHIO

IN THE HOUSE OF REPRESENTATIVES

Thursday, March 22, 2001

Mrs. JONES of Ohio. Mr. Speaker, today I stand in celebration of female health care professionals who are charged with the responsibility of caring for the young, the elderly, the sick and even maintaining the wellness of the hale and hearty.

I stand today to salute the women who were not always recognized with a title, the women with healing skills who were for many years only known as mother, or sister, or daughter. For many generations there have been women with a special understanding of biology and illnesses who served as the healthcare providers of their communities. Mr. Speaker I would like to honor the female pioneers in the medical profession who trailblazed the way for women today to be called Nurse and Doctor.

The first African-American woman to be called Doctor in the state of Ohio was Dr. Emma Ann Reynolds. In her career, Dr. Reynolds was faced with the odds of treating communities with inferior health care facilities and limited access to materials. Nevertheless, she dreamed of improving health services for persons of African-American descent.